PERSONAL ADJUSTMENT INVENTORY: AN ANALYTICAL TOOL TO ASSESS THE PERSONAL ADJUSTMENT OF STUDENTS AT HIGH SCHOOL LEVEL

*C. Sarika

[1]Assistant Professor, Department of English, Ayyankali Memorial Arts and Science College, Kollam, India.
(*Corresponding Author)

ABSTRACT

In a society that is being transformed by technological advancements, our capacity for adaptation and adjustment, is the one quality that will be most needed for effective and successful living. In adjustment the needs of the individual on one hand, and the claims of the environment on the other are fully satisfied i.e., the harmony between the individual and social environment. Life adjustment is considered to be a balance between personal and social adjustment. Psychologists have pointed out the importance of adjustment to various situations for the proper development of personality structure. All research studies have established beyond doubt that children who come from homes that have been broken by death of parents, divorce, separation, physical or mental handicaps are often more maladjusted than children from more stable homes. In this era of chaos and complexities a deep understanding of the area "personal adjustment" mechanism of high school students needs to be recognized as an essential element of the educational progress. The present study was intended to develop a tool for assessing personal adjustment among the high school students.

KEYWORDS: Personal adjustment Inventory, Tool, High school student.

INTRODUCTION:

"Family life is our first school for emotional learning", writes Daniel Goleman (1995). Now-a-days these words of Goleman gained relevance because each day"s news comes to us with such reports of the disintegration of safety and civility which inform us on a large scale, a creeping sense of emotions out of control in our own lives, and in those of the people around us. Personal adjustment has been described by Lowrey (1947) as "having positive aspects, inner emotional security, feeling of personal adequacy and of being successful, happiness in personal relations, a realistic evaluation of the self, adaptability and acceptance of one's limitations". We need to study personal adjustment in order to learn how to get along with other people, how to approach school, work or carrier problems and how to recognize and resolve general emotional health problems. As long as we live we shall encounter problems that will demand some kind of adjustment. We cannot avoid problems- we can only learn how to handle them, as we learn more about ourselves. Thus every child should be given an opportunity to develop wholesome personality, satisfying socially acceptable physical and mental status, and social and emotional adjustment. A good family environment lays the foundation for good learning habits, ideals, patterns of behavior, co-operative attitude, belongingness and emotional satisfaction. Hence the variables Family Climate, Emotional Intelligence and Personal Adjustment is of great importance in this highly technological and competitive world.

MATERIALS AND METHODS:

The methodology used for the present investigation is normative survey method. "The normative survey method is concerned with the condition or relationship that exists, practice that prevail, views or attitudes that are held, processes that are going on and the effects that are being felt or trends that are developing" (Best & Kahn 2008). The methodology for the study has been briefly presented here under various heads viz., (a) sample, (b) variables, (c) tools (d) procedure for data collection and (e) statistical techniques. A sample of 300 High school students, both boys and girls studying in classes VIII, IX, and X in the age range of 13-15yrs, in various institutions in Kerala is selected for the study. The important variables used in the study are Family climate, Emotional intelligence and Personal adjustment. The selection of suitable instruments or tools is of vital importance for successful research. The tools that used for the study were Family Climate inventory (Sukumaran & Sananda Raj, 2010), Emotional Intelligence Inventory (Sushamma &Thomas, 2003) and Personal Information schedule.

The Personal Adjustment Inventory tool has been constructed and standardized for the purpose of the investigation. The subjects are comfortably seated and a good rapport was established at first, then general instructions about the study were given. After that personal data schedule was given with necessary instructions. Personal information schedule was also used to collect personal details of students, after the completion of personal data schedule psychological tests were administered to them in the following order:

1. Family Climate Inventory
2. Emotional Intelligence Inventory
3. Personal Adjustment Inventory

The test were administered according to the procedure given in the manual. At the end of each test, the subjects were requested to check the tests for omissions if any.

Statistical Techniques Used:

1. t test
2. Analysis of variance. (ANOVA)
3. Correlation

Personal Adjustment Inventory Rationale for Constructing the Tool:

After the selection of the problem and variables of the study, the investigator was looking out for a tool to collect data regarding the personal adjustment of students at high school level. For this purpose the investigator went through the related literature and referred several, theses. Psychologists have pointed out the importance of adjustment to various situations for the proper development of personality structure. All research studies have established beyond doubt that children who come from homes that have been broken by death of parents, divorce, separation, physical or mental handicaps are often more maladjusted than children from more stable homes.

Test development:

The following were the steps involved in the development of the present test. Item preparation and construction of the draft scale.

As the preliminary step of the test development the major areas pertaining to the adjustment problems, specifically personal attitude towards one self and one"s environment were taken into consideration. On the basis of that, 50 statement to measure the personal adjustment of students were prepared. The items, were carefully chosen, and repetitive, inaccurate, ambiguous items were either modified or replaced by the new ones. Then the items were given to the experts for scrutiny. After examination, 36 items were finally selected for the draft scale, equal number of positive and negative items. The item were arranged in random order. Likert method was used for the construction of the scale. The items were given both in English and Malayalam

Administration of the draft scale:

Personal adjustment inventory was administered to a sample of 60 students studying in different schools of Kollam district. The sample included both boys and girls of age ranging from 13 to 15 years. The instructions for doing the test, given on the draft scale were as follows

A few statements related to personal adjustment are given below.

There are five responses against each statement, viz., Strongly agree, Agree, Undecided, Disagree, Strongly disagree. Read each statement carefully and select your response by putting a tick „V" mark in the appropriate column. Kindly give your response to all the statements. Your responses will be kept confidential and will be used for research purpose only".

RESULTS:

Adolescents are influenced by the variables family climate, emotional intelli-

gence and personal adjustment. The present study revealed that adolescents hailing from the urban area and rural area differed in their family climate, emotional intelligence and personal adjustment. It is highly important for adolescents to understand that successfulness of life is influenced by many variables which leads to better quality of life and identified personal adjustment had an immense power in improving the life of adolescents. It has been found that the tool helped the teachers in identifying and recognizing children with personal inadequacies and who are maladjusted in the school environment. Problem children require special attention in the school in general and in the classroom in particular.

Scoring of the draft scale:
For a positive item, a weightage of 5 was given for the response strongly agree, 4 for agree, 3 for undecided, 2 for disagree, 1 strongly disagree. Response sheets having three or more omitted items or those with more than one response opted for a particular statement it was not scored. If there were only one or two omitted item, a weightage of 3 was given for each one. The total score of the draft scale was calculated by summing up the weight age given for all the items.

Item analysis:
The draft scale of Personal adjustment was administered to a sample of 60 boys and girls, for the purpose of item analysis. The age of the students ranged from 13 to 15 years. The method suggested by Anastasi (Anastasi, & Urbina, 2005) was used for item analysis. The total score obtained by each individual was found out. After scoring all the 60 answer sheets, they were arranged in order of total scores, so as to select the top, middle and bottom 20 subjects representing the Upper (U), Medium (M), and Lower (L) group respectively. Number of students who marked the keyed answers was found for each in the three groups, response having a weightage of 4 or 5 is considered as the keyed answer. 50 % of responses having a weightage of 3 were considered as the keyed answers and the other 50 per cent considered as the wrong answer. Then the item difficulty (U + M + L) and item discrimination (U - L) was found. Item difficulty of items ranged from 27-59 and item discrimination of items ranged from 0-12. The item analysis table of personal adjustment inventory is given in Table 3.5.

Table 3.5: Details of Item Analysis Table (Personal Adjustment Inventory)

Items	No. of individuals who had given desired response in			Difficulty index (U+M+L)	Discriminative Power (U- L) (4 & above)
	Upper (U) -20	Middle (M) -20	Lower (L) -20		
1	20	20	19	59	1
2 *	14	11	9	34	5
3	18	19	18	55	0
4 *	16	12	10	38	6
5	20	17	16	53	4
6 *	19	12	8	39	11
7 *	15	8	4	27	11
8 *	18	6	12	36	6
9 *	18	7	6	31	12
10 *	16	7	6	29	10
11*	13	12	5	30	8
12 *	14	10	8	32	6
13 *	11	13	5	29	6
14	19	16	10	45	9
15	20	20	10	50	10
16 *	17	10	10	37	7
17	20	12	10	42	10
18 *	15	8	7	30	8
19	20	16	16	52	4
20 *	17	11	7	35	10
21	" 20	20	18	58	2
22 *	12	13	3	28	9
23 *	17	11	5	33	12
24 *	16	8	7	31	9
25 *	13	14	7	34	6
26 *	17	10	5	32	12
27 *	11	11	4	26	7
28 *	17	10	10	37	7
29	19	18	11	48	8
30*	12	12	4	28	8
31	18	18	11	47	7
32 *	15	15	4	34	11
33	19	17	7	43	12
34*	19	10	7	36	12
35	19	18	11	48	8
36*	15	13	5	33	10

*Indicate items selected

Final scale:
The items having high discriminative power ranging from 4 and above and average difficulty index ranging from 25 and 40 were selected for the final scale. Thus, the final form of personal adjustment inventory had 24 items. There were 12positive and 12 negative items. The instructions for doing the test and procedure for scoring were the same as that of the draft scale.

Reliability:
The reliability of the personal adjustment inventory was estimated using odd-even reliability method (Split-Half reliability). The test was administered to a randomly selected sample of 40 high school students. The scores of the odd items and even items were correlated using Pearson's product moment method of correlation, and a half test reliability of 0.90 was found. After correlation for attenuation, using Spearman - Brown formula, the whole test reliability was estimated to be 0.94, which is significant at 0.01 level. This shows that personal adjustment inventory is a highly reliable measure of personal adjustment

Validity:
For testing the validity, the present test was correlated with class room Adjustment Inventory (Asha mary & Sananda Raj 2009). Both the tests were administered to a sample of 40 high school students.The coefficient of correlation using Pearson's product moment formula was estimated to be0.82 which is significant at 0.01 level. The validity coefficient indicates that Personal Adjustment Inventory possess high validity.

The Personal Adjustment Inventory the investigator provided five alternatives against each of the 24 items. The respondents were asked to put a tick (V) mark to the response which he or she felt most appropriate. There were equal numbers of positive and negative statements in the scale. For positive statements, the maximum score (5) will be given, if one selects the response 'strongly agree'. For responses agree, undecided, disagree, strongly disagree the scores were 4, 3, 2, and 1 respectively.

Sl. No.	Statements	SA	A	U	D	SD
1	I maintain healthy relationship will all my Classmates					
2	I can tolerate unnecessary blames on my by others.					
3	I feel that life is boring.					
4	I'm not disturbed by criticism					
5	I feel that my friends are happy when I am present in their group.					
6	I cannot bear when the teachers congratulate other students.					
7	I don't mingle with others easily.					
8	I have good friendship with neighbours.					
9	I often quarrel with my siblings.					
10	I can control my feelings and temperaments.					
11	I can forgive those who trespass against me.					
12	Sometimes I feel jealous of others.					
13	I have the ability to adjust with any situation					

For negative statements, the maximum score (5) will be given if one select the response 'strongly disagree'. For responses disagree, undecided, agree, and strongly agree the scores will be 4, 3, 2 and 1 respectively. The sum total of all points scored would be the respondent's score.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I can tolerate unnecessary blames on my by Others					
2	I'm not disturbed by criticism.					
3	I cannot bear when teachers congratulate other students.					
4	I don't mingle with others easily.					
5	I have good friendship with neighbours.					
6	I often quarrel with my cousins.					

7	I can control my feelings and temperament.					
8	I usually disagree with my friend's views about film stars.					
9	Sometimes I feel jealous of others.					
10	I have the ability to adjust with any situation.					
11	I have no interest to treat my guests.					

Personal Information Schedule:

For each student, the personal information, related to name, sex, class in which studying, religion, locale, type of management of the educational institution etc were collected using 'Personal Information Schedule'.

DISCUSSION:

As life is becoming complex in the modern age, needs of the individual and society are changing fastly. The problems faced by an individual due to rapid changes in society are varied and multidimensional. These problems arise in home, school and in community in which he is living. In this world of tensions and chaos, people are struggling hard to get rid of them and to bring happiness and satisfaction in their lives. In the case of high school students, whom can be called as "early adolescents" most of the problems arise from lack of emotional health mental maturity and skills necessary to handle the day to day problems. Here arises the immense importance of the three variable personal Adjustment and the personal adjustment inventory tool to assess the same.

CONCLUSIONS:

The family as an institution is undergoing changes in the value system. The generation gap between parents and children creates conflicts in family. Adolescents often experience conflicts / dilemmas whether in observing the traditional familial values or in adhering the new emerging values. Especially in problems like the psychological concept of identity crisis, parents can play their role effectively by adopting certain new approaches to develop value judgment amongst students, without hurting their individuality. The study and its findings will be of great help for parents in understanding the fact that, for the development of a balanced outlook towards life, the parental attitude, and their behavior towards children, plays a very significant role.

REFERENCES:

I.   Anastassi, A., & Urbina, S. (2005). Psychological Testing. New Delhi: Pearson - Prentice Hall.

II.   Coleman, J.S.(1994). Family, school and social capital. The international encyclopedia of education (2nd e.d). Oxford : Pergamon Elxevier Science Ltd.

III.   Lehner, F.J., & Kube, E. (1957). The dynamics of personal adjustment. U.S.A: Prentice Hall, INC.

IV.   Lowrey, L.G. (1947). Education as a factor in personal adjustment Langhorne: Penn.

V.   Raly, M. (2010). Personal adjustment, extra version, and multiple intelligence among higher secondary students. Unpublished master's thesis, Department of education, University of Kerala.

VI.   Sukumaran, S., & Sananda Raj. (2009). Family climate inventory. Department of Psychology, University of Kerala, Thiruvananthapuram.

VII.   Sushamma, S.R., & Thomas, I. (2003). Emotional intelligence Inventory.

VIII.   Department of psychology, Thiruvanathapuram, University of Kerala.